

An Investigation of Reading Strategies Employed by Chinese EFL Learners

Huanxu Xun, Huimin Shi*

College of International Studies and Education, Tongren University, Tongren, Guizhou, China

**Corresponding Author.*

Abstract: Reading is a very important skill in second language learning. At the same time, the focus of foreign language learning has turned to "how to learn a foreign language well". The purpose of this study were to investigate the use of reading strategies by English majors in Tongren University, to examine the differences between achieving learners and underachieving learners in using reading strategies, and to further analyse the reasons for the differences in using reading strategies between the two groups of learners. Data were collected through questionnaires and interviews, and analysed by descriptive statistics, independent sample T test and content analysis for three research questions. The results show that the overall frequency of learners using reading strategies was at a medium level. Besides, there was a significant difference in the use of reading strategies between achieving learners and underachieving learners ($p \leq 0.05$). Moreover, the reading strategies were used for the following reasons: teachers, learning attitude. This study has provided some pedagogical implications for teachers in reading teaching, which can guide learners to use reading strategies properly and effectively.

Keywords: English Majors; Reading Strategy; Reading Course; Pedagogy; Investigation

1. Introduction

With the rapid development of science and the acceleration of internationalization, English is playing an important role in the 21st century. Reading is a vital skill in second language learning, also it is an inseparable part of English learning. For this reason, many scholars have studied English reading ability of learners, finding that reading strategies

employed by learners play a key role in improving reading performance [1].

In China's college English education, the cultivation of English reading ability has always been one of the important activities. At the same time, it is the basis of the other four English abilities (listening, speaking, writing and translating). Obviously, English reading ability has become one of the necessary abilities for undergraduates, playing an important role in their exams, research and future work [2]. However, a number of learners' English reading performance is not satisfactory, due to the fact that learners' awareness of using reading strategies is weak in the traditional examination-oriented education [3].

Since the 1970s, a lot of scholars have made investigations on the relationship between reading strategies and English learning. Judging from these previous studies, most of them focused on junior and senior high school learners [4]. Yet, the research on college English majors was limited [5]. Therefore, this study took Tongren University as an example to further explore reading strategies. On the basis of study, reading strategies employed by English majors at Tongren University can be reflected accordingly, thus improving learners' performance and the teaching efficiency. With this in mind, the purposes of this study were: 1) to investigate the overall situation of reading strategies employed by English majors at Tongren University; 2) to examine differences in strategy use between achieving learners and underachieving learners; 3) to analyze the reasons for the difference in strategy use between achieving learners and underachieving learners. It was hoped that these findings can provide some teaching enlightenment for teachers and have certain significance for improving learners' English reading performance.

2. Review of Literature

2.1 Reading Strategies

Reading strategies, as a branch of learning strategies, have been explained by a number of scholars as follows: For example, Wallace thought that reading strategies are various reading methods that learners use selectively and flexibly according to different article types, contents and reading purposes [6]. Johnson and Johnso held that reading strategy is a kind of behavior that learners take in order to solve problems they encounter in reading [7]. Zhang believed that reading strategies are various ways for readers to improve their reading ability. In order to improve reading performance, learners must actively use some strategies to make reading being a positive and dynamic process [8].

According to different scholars' definitions, reading strategy are the sum total of ways for

readers to consciously or unconsciously solve the reading difficulties encountered in reading. On the basis of previous studies, we defined that reading strategies refer to the methods that readers flexibly adopt in order to improve reading efficiency and solve the problems encountered in reading.

2.2 The Classification of Reading Strategies

Reading strategies have been classified into different categories. Particularly, Hosenfeld was one of the first researcher to investigate and classify them into nine categories, including 1) prediction; 2) guess the meaning of words; 3) mark what you have read and explain new words; 4) study the chart and use the information to understand it; 5) read the questions and draw inferences from others; 6) reference; 7) distinguishing cognate words 8) use common sense to explain unfamiliar words; 9) skip reading [9].

Table 1. The Category of Reading Strategies classified by O'Malley and Chamot (page 99)

Category	subcategory	Description
Metacognitive strategies	Arranging and planning	Make a reading plan and actively expand reading.
	self-Monitoring	Adjust the reading method and speed.
	self-Evaluation	Test and evaluate reading results correctly.
	Selective attention	Pay attention to some parts or details of the article before reading.
Cognitive strategies	Skimming	Read quickly to get the main idea of a passage.
	Scanning	Find information quickly and accurately.
	Structuring	Analyze the relationship between structure and context in a top-down way.
	Forecasting	Predict the content of the article according to the title.
	Reasoning	Make judgments, or extensions based on known information or on deeper meanings.
Social/emotional strategies	Self-Encouragement	Consciously use positive psychological hints to relieve reading anxiety
	cooperating	Seek help from teachers or classmates when reading.

Based on the cognitive theory of information processing, O 'Malley and Chamot divided reading strategies into three categories: metacognitive strategies, cognitive strategies and social emotional strategies (See in Table 1). The metacognitive strategies contain strategies to promote learning outcomes through planning, monitoring and evaluation. Language learners can use these strategies to control and guide their learning process. Cognitive strategies are the methods and techniques used by learners to process the information they perceive. Social/emotional strategies focus on the ways in which learners communicate with others to solve problems

when learning the target language [10].

From the above classification, we can find that reading strategies are divided from different dimensions, and each has its own characteristics. With regard to the classification of reading strategies, O 'Malley and Chamot have made a more general classification of reading strategies on the basis of in-depth research, and have been recommended by scholars at home and abroad. Considering the operability and applicability of this study, this study adopted the classification method of O' Malley and Chamot. Based on this classification, this study designed a questionnaire.

2.3 Previous Studies on Reading Strategies

At the same time, some scholars have studied the differences in reading strategies employed by readers at different levels. For example, He tried to explore the metacognitive awareness and the reading strategies employed by undergraduates through questionnaire survey with 218 learners as the research objects. The results showed that achieving learners consciously use various reading strategies in English reading, and achieving learners are significantly better than underachieving learners in using reading strategies [11]. Based on 2020 “FLTRPC Reading Qualification Trials”, Zhang analyzed the differences of reading comprehension models and strategies use between three achieving learners and five underachieving learners. The results showed that: Achieving learners will flexibly choose the most suitable reading strategies in order to solve a reading problem. On the contrary, underachieving learners have single reading strategies in the reading process, ignoring the overall grasp of the article [12]. Wang and Jiang conducted a questionnaire survey and reading test on the use of English reading strategies by 165 subjects in the learning environment. The results pointed that achieving learners are more flexible in using various English reading strategies in a mobile learning environment than underachieving learners [13].

2.4 Summary

To sum up, some scholars have made great contributions to the study of reading strategies from different aspects. On the whole, these studies emphasize the necessity of using Reading strategies. Most of the research subjects are junior high school learners and non-English majors, however, English majors are not extensively investigated. Because undergraduates' learning situation are different

from those of senior high school learners, their understanding and use of reading strategies might be different. The results of previous studies can't be fully adopted. Therefore, this study examined reading strategies employed by English majors at Tongren University.

3. Research Methodology

3.1 Research Questions

This study mainly focused on the following three questions:

- (1) What is the current situation of reading strategies employed by English majors at Tongren University?
- (2) Are there any differences in strategy use between achieving learners and underachieving learners? If so, what are they?
- (3) What are the reasons for the difference in strategy use between achieving learners and underachieving learners?

3.2 Subjects

A total of 97 English majors of Grade 2021, at Tongren University, participated in this study (see in Table 2). This was because learners of Grade 2021 took the course of English reading, and used the same set of textbooks “*English Reading*” (Shanghai Foreign Language Education Press, 2021).

Table 2. Distribution of Subjects from Three Class

Class	Subjects
Class 1, Grade 2021	32
Class 2, Grade 2021	33
Class 3, Grade 2021	32
Total	97

3.3 Research Instruments

3.3.1 Questionnaire

Table 3. Reliability Statistics

Cronbach's Alpha	N of Items
0.748	15

Table 4. The Structure of Questionnaire

Category	Subcategory	Items
Metacognitive strategy	Self-Monitoring	S1: I can constantly reflect on my understanding of the text during reading. S2: I can flexibly adjust my reading strategies.
	Self-Evaluation	S3: I can monitor and adjust my reading speed while reading. S4: I will evaluate whether the articles I read meet my reading goals or requirements.
	Self-Management	S5: I will find out my weaknesses after reading and consider the improvement measures in the future.

Cognitive strategy	Skimming	S6: I will take a quick look at the article to get the general idea. S7: When I scan an article quickly, I will read the beginning and end of the article carefully.
	Scanning	S8: I will use the method of skipping to find relevant information quickly. S9: While improving the reading speed, I try my best to ensure the accuracy of the information I get.
	Structuring	S10: I pay attention to the logical relationship between sentences. S11: I can analyze the text structure and organizational form of the article.
	Forecasting	S12: I can predict the content of the article according to its title.
	Reasoning	S13: I will use background and context to infer the meaning of the article.
Social/Affective Strategies	Self-Motivation	S14: when I am nervous or anxious during reading, I will encourage myself.
	Cooperation	S15: I will always cooperate with my classmates and help each other.

The purpose of the questionnaire was to investigate the overall use of reading strategies. It consisted of two parts: the first part was the background information of the research subjects. The second part modified O'Malley and Chamot's reading strategy classification, according to the purpose of the present study. Based on the reliability analysis standard of Lee Joseph Cronbach: α coefficient is higher than 0.8 indicates that is strongly reliable; between 0.7 and 0.8 is reliable; between 0.6 and 0.7 is acceptable. Therefore, the Cronbach α coefficient of the questionnaire reached 0.748, being higher than 0.7, indicating that this questionnaire was reliable (see in Table 3). In the second part, reading strategies included 3 categories of strategies, 10 sub-strategies, a total of 15 questions (see in Table 4). This questionnaire adapted the 5-level scale method of Likert. It was designed in a format from 1 (strongly disagree) to 5 (strongly agree).

3.3.2 Reading Test

In this study, English reading test was used to analyze the differences of strategy use between achieving learners and underachieving learners. This test was the final English reading test for learners of Grade 2021. The subjects were required to complete the test within 120 minutes. The reading skills to be tested are skimming, scanning, conceptualizing and reasoning. In addition, learners are more serious and positive in preparing for the final exam. Due to the reasons above, this score would be used as the basis for grouping achieving learners and underachieving learners.

3.3.3 Interview

The main purpose of the interview was to further understand the reasons for the difference in strategy use between two groups. Ten learners (including 5 learners with a high score and 5 learners with a low score) were randomly selected for semi-structured interview. The interview questions were listed as follows:

- (1) Do you understand reading strategies? How did you learn about these reading strategies?
- (2) Do you use some reading strategies in English reading? What reading strategies do you often use?
- (3) What do you think is the reason for your poor English reading performance?

3.4 Data Collection

The questionnaires of this study were distributed and collected by program of "Questionnaire Star" on February 10, 2023. A total of 97 copies were sent out and 97 copies were recovered. In addition, a semi-structured interview was conducted on February 15, 2023. The results were recorded by electronic equipment and presented with the help of WORD software.

3.5 Data Analysis

SPSS (SOCIAL SCIENCE Statistical Software Package) was used for data analysis as follows: First, descriptive analysis was used to investigate the overall situation of the reading strategies employed by English majors of Tongren University. Second, independent

sample T-test was used to analyze the differences between achieving learners and underachieving learners in the use of reading strategies. Third, content analysis was used to explore the reasons for the difference in strategy use between achieving learners and underachieving learners.

4. Results and Discussion

4.1 The Overall Situation of Reading Strategies Employed by English Majors

According to Oxford's classification (see in Table 5), it was divided into three frequency scales. The mean value was positively correlated with the frequency of strategy use [14]. In this study, the mean value of each question was used to illustrate the current situation of Reading strategies.

Table 5. Oxford's Frequency Scale

Mean	Frequency of Using	Evaluation
1.0—1.4	Low	Never use
1.5—2.4	Moderate	Seldom use
2.5—3.4		Sometimes use
3.5—4.4	High	Often use
4.5—5.0		Always use

Table 6. Reading strategies Employed by English Majors

Strategy Classification	Mean	S.D.	Frequency Scale
Metacognitive Strategies	3.181	0.605	Moderate
Cognitive Strategies	3.584	0.554	High
Social/affective Strategies	3.186	0.879	Moderate
Overall	3.397	0.458	Moderate

As can be seen from Table 6, the mean values of metacognitive strategies and social/affective reading strategies are both between 2.5 and 3.4, both of which were in the medium level. While the mean values of cognitive strategies are between 3.5 and 4.4, indicating that this strategy was frequently used by learners. According to the mean value of strategy use, the three main reading strategies from high to low were cognitive reading strategy (mean=3.584, SD=0.554), social/emotional reading strategy (mean=3.186, SD=0.879) and metacognitive reading strategy (mean=3.181, SD=0.605). This meant that cognitive reading strategies were used frequently, while the other two reading strategies are used less.

To sum up, the overall frequency of reading

strategies (mean=3.397, SD=0.458) was in the medium level, among which cognitive reading strategies were the most frequently used, followed by social/emotional reading strategies and metacognitive reading strategies. In other words, reading strategies, especially metacognitive reading strategies, need to be used more frequently.

4.1.1 The Use of Metacognitive Reading Strategies

The use of three metacognitive reading sub-strategies employed by English majors was showed in Table 7.

Table 7. The Use of Metacognitive Reading Strategies

Sub-strategies	Items	Mean	S.D.
Self-monitoring	S1	3.072	1.033
	S2	3.155	0.961
Self-evaluation	S3	3.34	0.988
	S4	3.082	1.067
Self-management	S5	3.258	0.939

As can be seen from Table 7, English majors use self-evaluation strategies of S3 "I can monitor and adjust my reading speed while reading." frequently (mean = 3.34, SD=0.988). According to the standard set by Oxford, it has reached a medium frequency, showing that some English majors can use this strategy reasonably and flexibly. However, learners' ability to adjust reading methods and strategies in the reading process was flawed. The frequency of self-monitoring strategy S1 "I can constantly reflect on my understanding of the text during reading." is relatively low (mean = 3.072, SD=1.033).

Therefore, from what has been discussed above, we can draw three conclusions from Table 7. First of all, English majors use metacognitive reading strategies at a moderate frequency. Second, most learners rarely find out their weaknesses and consider future improvement measures. Third, the ability of self-monitoring needs to be improved. Few learners take the initiative to make reading plans and choose reading methods suitable for them.

4.1.2 The Use of Cognitive Reading Strategies

Cognitive reading strategy refers to the skills and methods adapted by learners to complete specific reading tasks. As can be seen from Table 8, learners use skimming strategy of S6 "I will take a quick look at the article to get the general idea" with the highest mean (mean

=3.732, SD=0.93), indicating that learners skim articles to get the general idea with the highest frequency. At the same time, the frequency of learners using scanning strategy of S8 “I will use the method of skipping to find relevant information quickly.” is also high (mean=3.722, SD=1.038), which showed that learners will use skipping to help them find relevant information and determine keywords quickly when reading. In addition, the frequency of learners using reasoning strategies of S13 “I will use background and context to infer the meaning of the article.” (mean =3.608, SD=0.974) is also high. The frequency is close to high frequency.

Table 8. The Use of Three Cognitive Reading

Sub-strategies	Items	Mean	S.D.
Skimming	S6	3.732	0.93
	S7	3.588	0.863
Scanning	S8	3.722	1.038
	S9	3.619	0.835
Structuring	S10	3.433	0.989
	S11	3.351	0.902
Forecasting	S12	3.608	0.974
Reasoning	S13	3.619	1.015

Among the five sub-strategies, learners use the structuring strategy of S11 the least (mean =3.351, SD=0.902). The frequency is in the medium level, showing that learners' analytical and organizational abilities need to be improved. This strategy meant that readers can use the context to analyze the structure of the article. The mean of strategy S12 “I can predict the content of the article according to its title.” (mean =3.608, SD=0.974), and S7 “When I scan an article quickly, I will read the beginning and end of the article carefully.” (mean=3.588, SD=0.863) are between 3.5 and 4.4, being at a high frequency, indicating that learners often use forecasting and skimming reading strategies.

4.1.3 The Use of Social/Affective Reading Strategies

The use of social/affective reading sub-strategies employed by English majors was shown in Table 9.

Table 9. The Use of Social/Affective Reading Sub-strategies

Sub-strategies	Items	Mean	S.D.
Self-Encouragement	S14	3.505	1.119
Cooperation	S15	2.866	1.077

As can be seen from Table 9, English majors

use self-encouraging reading strategies at a high frequency (mean =3.505, SD=1.119). This showed that most learners have strong emotional awareness and will have positive emotional reactions after reading. However, their use of cooperative strategies is at a medium level (mean =2.866, SD=1.077), suggesting that learners have a strong sense of independence and rarely seek help from others. This also reflects the particularity of undergraduates, who are independent in thinking.

From the above description, it can be concluded that, first, most learners have no desire to communicate and interact with others, and they often solve problems by themselves. Second, most learners know how to relieve reading anxiety and give themselves timely encouragement.

4.2 The Differences in the Use of Reading Strategies between learners of Different Levels

According to Qin 's classification [15], taking the final scores of learners' English reading in the second semester of 2021 as an index, the top 25% learners were divided into the achieving learner group, and the last 25% learners were divided into the underachieving learner group.

4.2.1 The Differences in the Use of Overall Reading strategies

Table 10 showed the overall differences in the use of Reading strategies between achieving and underachieving learners.

The following results can be obtained from Table10. Firstly, based on the P value, there are significant differences in the use of metacognitive reading strategies ($P = 0.005$, $P \leq 0.05$), and the frequency of using this strategy in the achieving learner group is significantly higher than that in the underachieving learner group. Just as Lin reached a common conclusion: On the average of the overall reading strategy, achieving learners are better than underachieving learner in the use of reading strategies [16].

In addition, the results showed that there is no significant difference in cognitive Reading strategies ($p=0.052$, $p>0.05$) and social/affective reading strategies ($p=0.161$, $p>0.05$) between achieving learners and underachieving learners, indicating that both of them will use cognitive and social/affective

strategies flexibly to solve reading problems and improve reading efficiency.

At the same time, the results of this study are consistent with Liu's research, achieving

learners use metacognitive strategies more frequently than underachieving learners [17].

4.2.2 The Differences in the Use of Metacognitive Reading Strategies

Table 10. The Differences in the Use of Reading Strategies

Strategy Classification	Achieving learners Group (n=24)		Underachieving learners Group(n=24)		t	p
	Mean	SD	Mean	SD		
Metacognitive Strategies	3.34	0.65	2.88	0.40	-2.951	0.005
Cognitive Strategies	3.74	0.66	3.41	0.47	-1.994	0.052
Social/Affective Strategies	3.48	0.81	3.17	0.70	-1.424	0.161
P≤ 0.05						

Table 11. The Differences in the Use of Metacognitive Reading Strategies

Metacognitive Strategies	Reading	Achieving learners Group (n=24)			Underachieving learners Group(n=24)		t	p
		Items	Mean	SD	Mean	SD		
Self-Monitoring		S1	3.33	0.87	2.50	1.14	-2.846	0.007*
Self-Evaluation		S3	3.63	1.06	3.04	0.62	-2.331	0.025*
		* P< 0.05						

Table 11 showed that there are significant differences between the two groups in the use of two metacognitive reading strategies, namely, self-monitoring strategy of S1 ($P=0.007$, $P\leq 0.05$) and self-evaluation strategy of S3 ($P=0.025$, $P\leq 0.05$). In contrast, the achieving learner group is better at using metacognitive reading strategies.

The achieving learner group used the sub-strategies of self-monitoring of S1 "I can constantly reflect on my understanding of the text during reading." (mean=3.33, SD=0.87) and self-evaluation of S3 "I can monitor and adjust my reading speed while reading." (mean=3.63, SD=1.06) more frequently, reaching the medium and high frequencies. However, the underachieving learner group

used the sub-strategies of self-monitoring S1 (mean=2.50, SD=1.14) and self-evaluation S3 (mean=3.04, SD=0.62) less frequently.

Generally speaking, achieving learners use more metacognitive strategies than underachieving learners. This is consistent with Wu's findings that 1) there are significant differences in the use of metacognitive strategies between the two groups of learners, and 2) achieving learners are better at using metacognitive strategies [18]. In this respect, this study agrees with Liu's investigation that high-level reading ability is closely related to learners' use of reading strategies [19].

4.2.3 The Differences in the Use of Cognitive Reading Strategies

Table 12. The Differences in the Use of Cognitive Reading Strategies

Metacognitive Strategies	High Achiever Group (n=24)			Low Achiever Group (n=24)		t	p
	Items	Mean	SD	Mean	SD		
Forecasting	S12	3.96	0.95	3.29	1.08	-2.263	0.028*
Reasoning	S13	3.79	0.98	3.13	0.95	-2.4	0.020*
* P≤ 0.05							

Table 12 showed that there are significant differences in the use of sub-strategies of forecasting ($p=0.028$, $P\leq 0.05$) and reasoning ($p=0.02$, $P\leq 0.05$). It revealed that achieving learners use the sub-strategies of forecasting (mean=3.96, SD=0.96) and reasoning (mean=3.79, SD=0.98) more frequently, while underachieving learners use these two

strategies less frequently.

Consistent with Liu's findings, there are obvious differences in the use of strategies between achieving learners and underachieving learners, which are reasoning and guessing. The results of this survey also showed that achieving learners can use this strategy more frequently [20]. However, the

results of this study are different from those of Zhu [21]. The frequency of strategy employed by achieving learners is significantly higher than underachieving learners, but there is no significant difference in cognitive strategies.

4.2.4 The Differences in the Use of Social/Affective Reading Strategies

As can be seen from Table 13, there are significant differences in the use of self-encouragement ($p=0.038$, $P \leq 0.05$) sub-strategies between learners in high and

low groups. In the frequency of using self-encouragement sub-strategies, the achieving learner group is significantly higher than the underachieving learner group. The mean of self-encouragement sub-strategy (mean=3.96, SD=1.12) is between 3.5 and 4.4 which showed that underachieving learners sometimes use self-encouragement reading strategies (mean=3.29, SD=1.04). In contrast, it can be found that achieving learners use these strategies more.

Table 13. The Differences in the Use of Social/Affective Reading Strategies

Social/Affective Reading Strategies	High Achiever Group (n=24)			Low Achiever Group (n=24)		t	p
	Items	Mean	SD	Mean	SD		
Self-Encouragement	S14	3.96	1.12	3.29	1.04	-2.133	0.038*
		* $P \leq 0.05$					

The results in Table 13 showed that achieving learners are more confident in reading. They consciously use self-encouragement skills to alleviate reading anxiety and overcome difficulties during and after reading. For example, S14 (when I am nervous or anxious during reading, I will encourage myself and hint at myself). There is the biggest difference in the use of self-encouragement strategies between the two groups ($p=0.038$, $P \leq 0.05$).

At the same time, Fan claimed that achieving learners are better at making positive psychological hints during reading [22]. This was consistent with the results of this study.

4.3 Reasons Affecting the Reading Performance of English Majors

As can be seen from Table 14, interviews can help us learn more about the differences between achieving learners and underachieving learners in the use of reading strategies. Through the analysis of the interview results, this study draws the following conclusions.

Table 14. The Reasons Affecting the Reading Performance of English Majors

Influencing Reasons	
Teacher	Teaching methods
	Learning attitude
	Learning interest
	Learning autonomy
	Learning style

First of all, the teaching of reading strategies may be the reason for the significant differences in the use of reading strategies

between the two groups of learners. Achieving learners can roughly understand the concept and significance of reading strategies and how to use them efficiently. However, some underachieving learners have great misunderstandings about the use of reading strategies, and even never use reading strategies.

Secondly, learners' attitude and interest in English reading may be the reason for the significant differences in the use of reading strategies between the two groups. achieving learner groups pay more attention to English reading, so they would be active learners. However, underachieving learners lack this initiative.

Thirdly, learners' autonomous consciousness may be the reason for the significant differences in the use of reading strategies between the two groups. In addition to the reading strategies taught by teachers in class, achieving learners will actively look for other reading strategies as a supplement to contribute to improving their reading skills. underachieving learners seldom or never do this.

Additionally, learners' learning style may also be the reason for the significant differences in the use of reading strategies between the two groups. When achieving learners encounter reading obstacles, such as new words, they will use contextual reasoning or judgment as much as possible, while underachieving learners often look up the dictionary directly and cannot use reading strategies flexibly.

5. Conclusions

By the use of questionnaires and interviews, the findings are as follows: 1) the overall situation of English majors' use of reading strategies is not optimistic. The average reading strategy is 3.397, and the frequency of use is at a medium level; Besides, cognitive reading strategies are used most frequently, and metacognitive strategies are used least; 2) the achieving learners are better at using reading strategies than underachieving learners; 3) Teachers, learning attitude, interest, autonomy and learning style can affect the use of Reading strategies.

Some limitations were listed in this study as follows. First of all, this study only focused on three classes of English majors in Tongren University in 2021. Therefore, the sample size is relatively small. In addition, taking with the final scores of reading course in the second semester of 2021 as the classification standard, may not fully reflect the learners' reading level.

Although there are some limitations in this study, in some respects, it is still of practical significance to study the use of reading strategies by English majors.

For example, teachers can change teaching methods appropriately and systematically teach the knowledge of reading strategies in class, so as to increase learners' understanding of it and cultivate their flexibility in using reading strategies, especially metacognitive strategies. Then, teachers can help learners build their self-confidence and enhance their confidence in learning English. When encountering reading obstacle, they can use reading strategies flexibly to achieve good reading goals. In addition, teachers can carry out teaching and reading training according to the characteristics of the strategies used by learners, so as to improve teaching efficiency. Moreover, learners should also have a positive attitude towards learning. Constantly cultivate interest in English learning and give full play to initiative and enthusiasm in learning, instead of passive learning. At the same time, learners should improve their enthusiasm for class participation. Strengthen the autonomy and flexibility of using reading strategies and cultivate good reading habits. Furthermore, learners should form their own learning style.

Learners should, according to their own actual situation, analyze the shortcomings and actively seek solutions, so as to effectively improve their reading performance.

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